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Contents

- **Prevention of HIV/AIDS: A Psychological Perspective on the Role of Social Capital (A Review of Research)** ... 191
– *Kailash Jandu*
- **Is Meditation an Answer to the Psychosomatic Diseases? (An Overview of Research)** ... 214
– *Srinija Giduturi*
- **Effect of the Introduction of IT Interventions on Crime in Hyderabad City** ... 228
– *M. Mahender Reddy, IPS*
- **Effect of an Intervention Programme on Awareness Regarding 'Rights of Persons with Disabilities Act, 2016' among Special Teachers of Haryana** ... 253
– *Sushil Kumar, Sandeep Kumar*
- **Workplace Friendship and Psychological Wellbeing among Executives** ... 263
– *P. Subhashini, Surendra Kumar Yadla*
- **Stress Management Techniques for Better Quality of Life of the Diabetic Patients** ... 274
– *Jamsheela. A*
- **Native and Non-native Dogmas as Precursors of Value Education: Indian Teacher Educators' Attitude towards Development and Implementation of Value Education in Teacher Education** ... 286
– *Sankaranarayanan Paleeri*
- **A Study on Anemia among the Tea Gardens' Women of Assam** ... 302
– *Lukima Saikia*
- **Development and Validation of Mental Hygiene Inventory** ... 308
– *Meenakshi Girdhar*
- **The Role of Peers in Scaffolding the Children with Learning Difficulties in Mathematics** ... 320
– *Jyothi Victoria, Padmaja*
- **Performance of School Management and Development Committees towards Implementation of the 'Rashtriya Madhyamik Siksha Abhiyan'** ... 328
– *Dipak Bhattacharya, Gowramma I.P.*
- **Attitude towards the Need of Guidance and Counseling of Higher Secondary Teachers** ... 344
– *G. Kumaravelu*

PERFORMANCE OF SCHOOL MANAGEMENT AND DEVELOPMENT COMMITTEES TOWARDS IMPLEMENTATION OF THE 'RASHTRIYA MADHYAMIK SIKSHA ABHIYAN'

Dipak Bhattacharya, Gowramma I. P.

Abstract

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched in March, 2009 with the objective to enhance access, quality and equity in secondary education. The objective of the study was to examine the awareness and performance of School Management and Development Committee (SMDC) in achieving this objective through implementation of the RMSA. The study was conducted in 20 secondary schools of Contai Sub-Division of West Bengal by using descriptive survey method. Self-developed questionnaire for head-teachers, teachers and interview schedule for parents were used for collection of data. The data were analyzed by using frequency and percentage. The study found lack of awareness and poor participation in prescribed activities of the school being prevalent among the members of SMDC. The results revealed that percentage of members attending to tasks related to monitoring and supervision to be higher compared to tasks related to academic areas. Overall the access and equity related activities were better performed by the members neglecting the activities towards enhancing quality in secondary education.

Introduction

Secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for

the world of work. The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of

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15-16 years. Universalizing Secondary Education means (CABE Report on USE, 2005) that (i) all children of age group 15-16 years are enrolled in secondary classes (NER, 100 per cent); (ii) they remain in the system (retention rate, 100 per cent); and (iii) transit to the first grade of the next education cycle. In order to meet the challenge of Universalisation of Secondary Education (USE), there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are; Universal Access, Equality and Social Justice, Relevance and Development of Curricular and Structural Aspects. USE gives opportunity, to move towards equity.

Recent status of secondary education of India according to SEMIS report of 2014-15 is: Total number of secondary schools in India is 233517. Total number of enrollment status in India is 38301599. Total 31.65% secondary schools have SMDC in India. Current status of secondary education of West Bengal according to SEMIS report of 2014-15 is: Total number of secondary schools in West Bengal is 10015. Total number of enrollment status in West Bengal is

38301599. Total 20.19% secondary schools have SMDC in West Bengal.

Several initiatives have been taken by the central government for improvement of the secondary education as well as to achieve USE all over India. These initiatives are:

- i) Centrally Sponsored National Scheme of Incentive to Girls for Secondary Education.
- ii) National Means Cum-Merit Scholarship Scheme (NMMSS).
- iii) Scheme for Construction and Running of Girls' Hostel for Students of Secondary and Higher Secondary Schools.
- iv) Information and Communication Technology (ICT) at Schools Scheme.
- v) Innovation in Science Pursuits and Inspired Resource (INSPIRE) Award Scheme.
- vi) Inclusive Education for Disable at Secondary Stage (IEDSS).
- vii) Vocationalisation of Secondary Education.

To achieve USE, West Bengal Government has shown its sincerity in a very effective manner. Measures were taken to enroll the children of 14 to 16 years age who

were neither in school or any alternative system. Annual average dropout rate at secondary level at West Bengal (SEMIS, 2013-14) is 18.34%. Necessary steps have been taken to reduce this figure. New secondary schools have been set up in the mapped unschooled areas. Some major initiative schemes have been taken by West Bengal government like, (i) West Bengal Merit-cum-Means Scholarship. (ii) Incentive Schemes for Girl Students of Class-IX to XII in the State Of West Bengal. (iii) Kanyashree Prakalpa. (iv) Sabooj Sathi Scheme.

Community Participation in Secondary Education is viewed as an effective means of promoting education both in quantitative and qualitative terms. The term 'Community Participation' can be defined in the following ways: (i) Involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility; (ii) Involvement through contribution (or extraction) of money, materials and labors; (iii) Involvement through 'attendance' (e. g. At parent meeting at schools), implying passive acceptance of decisions made by others; (iv) Participation in the delivery of a service, often as a partner with

other actors; (v) Participation as implementers of delegated powers; and (vi) Participation in 'real decision making at every stage', is including identification of problems, study of feasibility, planning, implementation, and evaluation (World Bank Report, 1999).

The integrated scheme of RMSA assigns special importance to decentralized planning and implementation with active involvement of community members, teachers, parents, local bodies including Municipal Bodies, and other stakeholders in the management of Secondary Education through establishment of multi-member School Management and Development Committees. As per the RMSA framework, SMDC should include representatives of local authorities, academicians, subject experts, officials, representatives of disadvantaged groups, women and parents/guardians of students. To achieve the goals of USE the following strategies would be encouraged in the Community Participation: (i) To make more collaborative efforts with the community and Voluntary Agencies. (ii) To improve functioning of Government schools in partnership with willing community partners, within the

broad parameters of the state policy. (iii) To focus attention within the community, especially on women for raising awareness relating to girl's education. Efforts are made to ensure peer pressure on guardians for girl's education. (iv) To encourage greater participation of women in structures like the School Management and Development Committee, Mother/Parents-Teacher Associations and Women Motivator Groups (RMSA Framework, Guidelines for Community Mobilization and SMDCs, MHRD.)

SMDC is the dynamic body of Secondary Education. It is like the brick of secondary school system. Not only in school boundary, SMDC has also consolidated spiritual strength of the society. The basic aim of SMDC is to enhance quality of education in secondary school building as well as in whole society. SMDC helps to mobilize and facilitate communities to take an active role in the planning, implementation and monitoring of developmental programmes for secondary school. SMDC helps to build the feeling of ownership among the major stakeholders, the parents. SMDC also promotes evidence based policy making programme and implementation.

SMDC has a very crucial role in actualizing the goals of the RMSA. It has tremendous potential to transform the existing system of education including teachers and parents. Through its positive action and a constructive dialogue with other stakeholders, the SMDC can work towards reinstating a well functioning secondary school system.

School Management and Development committee members have pivotal role in providing quality and equity education at secondary level. Each and every SMDC member is mandated to actively participate in different school activities and programmes for better implementation of modern, advanced and effective education at secondary level. RMSA is crucial step for universalization of access and to improve quality at secondary education stage. So, it's the duty to every SMDC member to generate community awareness towards implementation of RMSA in an effective way. Some studies have been conducted relating to the present problem and that is discussed in the following paragraph.

Awate (2016) found that degree of community participation

was particularly low in socially and economically marginal regions. This is because of ignorance of structure, functions, and constraints of the school. Deka, Hogue, & Sukumar (2016) found that the functionaries like SMDC, PTA in most cases acquired very limited scope in disseminating their duties. In many cases the elected SMDC members failed to act as per expectation of the community. Some members acted for personal gains who were politically motivated. Majumdar (2016) found that SMDC, PTA in each secondary Schools of Tripura was constituted and since 2013-14 state restructured the implementation mechanism for integrated RMSA and society implementing RMSA has been made the nodal agency for planning, implementation and monitoring of all components of RMSA. Kumari (2015) noted that SMDC members of government schools of Delhi were totally unaware about growth and development of secondary education. Ralita, Borah, & Mahantaa (2015) place on record that female school teachers have more positive attitude towards USE than male teachers. 40% rural teachers have the positive attitude towards USE where as 75% urban teachers were found to have positive attitude. Majumdar &

Rudra (2014) reported that non-academic members of SMDC were unaware about RMSA, its provision and benefits while no role of NGOs have been observed in schools. In Rajasthan few SMDC members were found playing vital role in school's development. Hamdan Said et al. (2013) found that community participation was significantly correlated to school community relations. Community participation in education inculcates a positive thinking in students when they see their parents participating in the school matters.

From the above review it is clear that a few studies (Ralita, Borah & Mahantaa, 2015; Hamdan Said et al., 2013) show the SMDC members' involvement in performing their roles and responsibilities actively to universalize the secondary education through community participation, and implementation of RMSA. Where as, there are also some contradictory findings (Awate 2016; Kumari, 2015; Majumdar & Rudra, 2014) showing SMDC members not performing their duties. These agreement and disagreement of the above discussed studies directed the present study to know the 'Performance of School

Management and Development Committee towards Implementation of Rashtriya Madhyamik Siksha Abhiyan'. In the existing background, the following research questions were raised for investigation:

- i) What is the awareness of SMDC members in achieving access, quality and equity to secondary education through implementation of the RMSA?
- ii) What is the performance of SMDC members in achieving access, quality and equity to secondary education through implementation of the RMSA?

This study is undertaken with the following objectives:

- To assess the awareness of School Management and Development Committee in achieving access, quality and equity to secondary education through implementation of the Rashtriya Madhyamik Siksha Abhiyan.
- To examine the performance of School Management and Development Committee in achieving universal access, quality and equity to secondary education through implementation of the Rashtriya Madhyamik Siksha Abhiyan.

Methodology

The present study was a descriptive survey research. It was designed to collect relevant information about performance of SMDC members towards implementation of the RMSA. It was conducted in 20 secondary schools and 100 SMDC members of Contai Sub-Division, Purba Medinipur district of West Bengal. From the whole population (142 secondary schools) total 20 secondary schools were selected as sample in simple random sampling technique. One Head-Teacher, two Teachers and two Parents were selected from each school. Self developed questionnaire for Head-Teachers, Teachers and interview schedule for Parents were used for collection of data. The data were analyzed by using frequency and percentage.

Results

As the objective of the study was to examine the awareness and performance of SMDC in achieving access, quality and equity to secondary education through implementation of the RMSA, the responses of the participants are analysed by calculating the percentage for the frequency of the which is presented below on the

three parameters namely access, quality and equity.

Awareness of SMDC in Achieving Access to Secondary Education through Implementation of the RMSA

Around 50% of the SMDC members have awareness regarding achieving access to secondary schools. It is astonishing that the rest 50% are not even aware of their responsibilities towards creating access to

education at the secondary level.

Performance of SMDC in Achieving Access to Secondary Education through Implementation of the RMSA

More or less moderate involvement of members is noticed in all the activities related to providing access to children in the secondary schools. It is also found that around 35% of the members never participated in any of the activities to provide access.

Table-I: Awareness of SMDC in Achieving Access to Secondary Education through Implementation of the RMSA

Items	Responses of SMDC Members	
	Yes	No
Heard about the RMSA	47%	53%
Awareness about the RMSA	47%	53%
SMDC members should involve in different SMDC meetings.	54%	34%
SMDC members should participate in enrolment drive.	49%	51%
SMDC members should involve in minimizing dropout rate.	45%	55%
SMDC members should involve in creating community awareness about the RMSA.	50%	50%
SMDC members should participate in creating disable friendly school environment.	47%	53%
SMDC members should monitor regular attendance, punctuality of teachers.	48%	52%
SMDC members should check quality of rain harvesting facility of the school.	44%	56%

**Table-2: Performance of SMDC in Achieving Access to
Secondary Education through Implementation of the RMSA**

Items	Responses of SMDC Members		
	Always	Sometimes	Never
Performed their role in implementation of the RMSA	23%	40%	37%
Participated in SMDC meetings	25%	42%	33%
Engaged in enrolment drive.	28%	37%	35%
Participated in minimizing dropout rate at secondary level.	27%	36%	37%
Participated in generating community awareness about the RMSA.	23%	40%	37%
Engaged in establishing disable friendly school environment.	23%	40%	37%
Monitored the regular attendance, punctuality of teachers.	22%	41%	37%
Checked the qualities of rain harvesting facility at secondary school.	26%	40%	34%

Awareness of SMDC in Achieving Quality to Secondary Education through Implementation of the RMSA

Awareness regarding providing quality education at the secondary level also is seen to be poor where some SMDC members are totally unaware of few of the requirements to enhance quality as depicted in the above table.

Performance of SMDC in Achieving Quality to Secondary Education through Implementation of the RMSA

In the quality related activities it is noticed as depicted in the above table, least participation is seen in pure academic activities while SMDC members engage in supervising and monitoring finance and planning.

Awareness of SMDC in Achieving Equity to Secondary Education through Implementation of the RMSA

The table-2 indicates a favorable trend, as the participants have shown better awareness level regarding issues related to equity.

Table-3: Awareness of SMDC in Achieving Quality to Secondary Education through Implementation of the RMSA

Items	Responses of SMDC Members	
	Yes	No
SMDC members should engage in supervising the availability of infrastructure of the school.	47%	53%
SMDC members should involve in preparation of annual accounts & expenditure of the school.	48%	52%
SMDC members should monitor construction, maintenance and repairing works of school building.	45%	55%
SMDC members should check teaching-learning process of the school regularly.	49%	51%
SMDC members should involve in the preparation of 'School Development Plan'.	46%	54%
SMDC members should monitor the utilization of fund for the school development.	45%	55%
SMDC members should supervise the examination and evaluation procedure of the school.	44%	56%
SMDC members should involve in organizing bridge course for enhancing learning ability of students passing out of class VIII.	49%	51%
SMDC members should aware about appointment of para/additional teachers of the school.	48%	52%
SMDC members should engage in prescribing textbooks of the secondary school.	2%	98%
SMDC members should engage in reviewing curriculum of secondary school to meet the NCF-2005 norms.	2%	98%

Performance of SMDC in Achieving Equity to Secondary Education through Implementation of the RMSA

The table-6 shows that the higher percentage of SMDC members are engaged in those activities related to monitoring

**Table-4: Performance of SMDC in Achieving Quality to
Secondary Education through Implementation of the RMSA**

Items	Responses of SMDC Members		
	Always	Sometimes	Never
Involved in supervising the availability of infrastructure.	23%	40%	37%
Involved in the preparation of annual accounts & expenditure.	24%	41%	35%
Monitored construction, maintenance, repairing work of school building.	26%	45%	29%
Checked teaching-learning process of the secondary school.	25%	35%	40%
Involved in preparation of 'School Development Plan'.	20%	40%	40%
Monitored the utilization of fund for school development.	28%	40%	32%
Engaged in supervising examination & evaluation procedure of the school.	27%	43%	30%
Engaged in organizing bridge course for enhancing learning ability of students passing out of class VIII.	25%	35%	40%
Participated in appointment of para/ additional teachers.	23%	40%	37%
Participated in prescribing textbooks in secondary level.	0%	2%	98%
Participated in reviewing curriculum of secondary school to meet the NCF-2005 norms.	0%	2%	98%

whereas less involvement is seen in activities related to inclusive education and managing school dropouts, the crucial issues under equity.

Major Findings, Discussion and Their Educational Implications

The present study found that majority of the SMDC members do

Table-5: Awareness of SMDC in Achieving Equity to Secondary Education through Implementation of the RMSA

Items	Responses of SMDC Members	
	Yes	No
SMDC members should provide equal opportunities, protection and full participation to disable children in the school.	47%	53%
SMDC members should identify dropout students under 14-16 age-group.	49%	51%
SMDC members should involve in different school activities.	90%	10%
SMDC members should engage in organizing open-distance learning for drop out secondary school students.	48%	52%
SMDC members should involve in different school events like cycle distribution, scholarship distribution etc.	84%	16%
SMDC members should monitor different school programmes like boarding facility for girls, SC, ST, OBC, Minority and Remedial classes for low achievers etc.	84%	16%
SMDC members should engage in establishing inclusive education at secondary school.	45%	55%

not have adequate awareness regarding access, quality and equity to secondary education through implementation of RMSA and very few members are actively participating in most of the criterion considered in the study.

In the present study, SMDC members have moderate awareness and performance

towards enrolment drive, community awareness and minimizing dropout rate at secondary level. It is also revealed that SMDC members have lack of awareness and very poor performance in promoting friendly environment to students with disabilities and inclusive education at the secondary level.

**Table-6: Performance of SMDC in Achieving Equity to
Secondary Education through Implementation of the RMSA**

Items	Responses of SMDC Members		
	Always	Sometimes	Never
Engaged in providing equal opportunities, protection, and full participation to children with disabilities.	23%	40%	37%
Involved in identifying school dropouts in the age group of 14-16 years.	22%	40%	38%
Participated in monitoring different school activities.	70%	20%	10%
Engaged in establishing inclusive education at secondary school.	24%	36%	40%
Engaged in organizing open-distance learning for drop out secondary school students.	21%	39%	40%
Participated in monitoring different school events.	67%	20%	13%
Participated in monitoring different equity related criteria of secondary school.	64%	20%	16%

The present study found that SMDC members have moderate awareness and performance towards supervising the availability of infrastructure, preparation of annual accounts & expenditure, monitoring the utilization of fund for the school development, preparation of 'School Development Plan'. It is also observed that SMDC members have very limited awareness and poor performance towards

prescribing textbooks in secondary level and reviewing curriculum of secondary school to meet the NCF-2005 norms.

Although in some criteria like participation in different school activities (Saraswati Puja, Independence Day, Republic Day, Annual Sports), participation in different school events (Free text book distribution, Free cycle distribution, Free uniform distribution etc.) and participation in

different equity related criteria (Availability of free boarding facility for girls, Availability of free boarding facility for girls, SC, ST, OBC and Minority, Availability of cash incentives for girls, Availability of remedial class for low achievers) SMDC members of the sample district have satisfactory awareness and performance.

There are evidences in earlier researches (Roul, 2015; Ralita, Borah, & Mahantaa, 2015; Ahmed et al, 2013) that community members and teachers being aware about their roles and responsibilities in promoting access, quality and equity in secondary education and also some other studies (Kumar & Kumar, 2013; Bala, 2013; Prabhakar & Rao, 2011; Nana Adu Pipim Boaduo, Milondzo, & Adjeu, 2009) have shown that community members and teachers were performing their roles and responsibilities in establishing access, quality and equity at secondary education. However the location considered and criterion selected to assess the awareness and performance are to be looked into which might be the reason for the contradictory finding. Moreover, in depth analysis into the factors contributing for the individual taking initiative are to be

explored further through qualitative studies. The results of this study have the following practical implications for SMDC members towards implementation of the RMSA in secondary education.

- As the study found that majority of SMDC members does not have any awareness regarding the RMSA implementation there is a need to organize orientation programme for better implementation of the RMSA which could generate community awareness. Media (Newspaper, Television, Radio etc) guided by SCERT and NGOs will be able to generate community awareness regarding the RMSA implementation.
- Government can take initiatives for Adult literacy because the present study found that literate SMDC members have more awareness towards implementation of the RMSA than illiterate SMDC members.
- This study will facilitate to draw effective strategies for community sensitization, monitoring and participation in educational activities by noting the areas of poor awareness

- and participation. Similarly the findings of the study can inspire the other SMDC members to be involved in those areas where higher participation is recorded.
- As in the study it is found that trained SMDC members have performed better in the implementation of the RMSA than untrained SMDC members, training programmes could be organized at frequent intervals to cover the large number under each district or block levels.
 - During interaction with the participants it is noted that though some SMDC members have awareness towards implementation of RMSA are not performing their duties to implement in their institution due to lack interest. Hence there must be some activities like filed visits to known schools where best performing SMDCs are found and interaction with them might help the non performers to know the way of engaging in certain activities. Any other type of activities may also be planned to create interest and belongingness towards their school.
 - The present study suggests the need and importance of guidance and monitoring of SMDC members by higher authorities.
 - The present study found that most of SMDC members have never involved themselves in reviewing curriculum of secondary school to meet the NCF-2005 norms and prescribing textbooks. During the interview the participants opined that local members are not involved in this activity and also due to their poor educational qualification, they are not able to contribute in the exercise. Only those with higher educational qualification are considered for this activity. The authorities to compensate for this existing situation can include local members with adequate educational background for curriculum evaluation and textbook prescription to make secondary education decentralized and contextualized.

Conclusion

From the opinion of the SMDC members (Head-teachers, teachers and parents) it can be concluded that majority of SMDC members are not aware and do not

perform their role towards implementation of the RMSA. Majority of the SMDC members are not concerned regarding the implementation of the RMSA in the schools as well as in the localities. Higher authorities are not showing any forcefulness in the implementation of the RMSA. Most of the secondary schools are not conscious regarding the preparation of 'School Development Plan'. To promote access, quality and equity in the secondary schools each and every SMDC member has important role in our community. In spite of that, most of the SMDC members of Contai Sub-Division are found to be neglecting their roles and responsibilities. But in certain activities, SMDC members have shown greater awareness and good performance, like participation in different school activities, participation in different school events, and in several of the equity related activities. There are some areas of the study where SMDC members have very less awareness and performance towards implementation of the RMSA, like reviewing curriculum to meet the NCF-2005 norms, curriculum evaluation, establishing inclusive environment, preventing drop outs, monitoring available infrastructure and so on. The study

found that majority of the SMDC members have awareness and performance on establishing equity in the secondary education than establishing access and quality in the secondary education. Although in some schools SMDC members of Contai Sub-Division have high level of awareness and good performance towards implementation of RMSA, it is not enough as we are moving towards secondary education to all in our country. Thus it is a responsibility of all SMDC members, teachers, community members, higher authorities and implementing agencies to make everyone involved in this journey to be crusaders of a transformation which India is struggling to achieve. The benefits in the USE are worth the effort as it creates a learning society that takes care of the generations that follow.

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Performance of School Management and Development Committees towards Implementation of the 'Rashtriya Madhyamik Siksha Abhiyan'

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